Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_

***Hamlet* Final Exam**

**Multiple Choice**- Circle the letter of the **best** choice for each question.

The first **three** questions refer to this passage:

“My lord, ‘tis not the **sable suit** I wear,

No, nor the tears that **still stand** in my eyes,

Nor the distracted havior in the visage,

Nor all together mixed with outward **semblance**,

Him have I lost I must force forgo,

These but the ornaments and **suits** of woe.”

**1. Who is Hamlet speaking to in the passage?**

A. His father

B. Horatio

**C. His Uncle**

D. Laertes

**2. Hamlet is trying to express that…**

A. he is not sad anymore about his father’s death, but he has to continue to pretend that he is.

**B. nothing he can do or wear can express how sad he is about his father’s death.**

C. he is too distracted to think about his father’s death.

D. the clothes he is wearing reminded him of his father, which made him sad.

**3. When looked at together, the bolded words could be an example of…**

A. Assonance

**B. Alliteration**

C. Hyperbole

D. Symbolism

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**4. Examine the following passage spoken by Corambis:**

“Ofelia, receive none of his letters

For lovers’ lines are snares to entrap the heart.”

**This is an example of…**

**A. Metaphor**

B. Symbolism

C. Simile

D. Personification

**Matching—**Write the letter of the correct character name next to the corresponding character description. You will use each name only once.

\_\_\_1. Father of Laertes. A. Hamlet

\_\_\_2. Hamlet’s friend, who lives to tell Hamlet’s story. B. Fortinbras

\_\_\_3. The Prince of Denmark. C. Ophelia

\_\_\_4. Dies by drowning. D. Claudius

\_\_\_5. The King of Denmark, and Hamlet’s Uncle. E. Bernardo

\_\_\_6. The Prince of Norway. F. Polonius

\_\_\_7. One of the officers who first sees the ghost G. Gertrude

\_\_\_8. The Queen of Denmark. H. Horatio

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**Short Essay—**Answer each question in an organized paragraph of 3-6 sentences.

1. Explain the use of meta-theatre in *Hamlet*.

2. Hamlet claims that his madness is an act. Do you believe it was an act, or did Hamlet really lose his mind? Explain your answer with evidence.

3. Discuss the characterization of *Hamlet*. How is he introduced to the audience? How does he change throughout the play?

**Essay—**Respond to the following prompt in an organized short essay of 2-3 paragraphs. You may write on the back of this page if you need more room.

Both Hamlet from Shakespeare’s *Hamlet* and Jonas from *The Giver* discover something disturbing about the leader(s) of their communities. The protagonists both take action to take away the leader’s power, in hopes of making positive changes in their communities. Compare and contrast the tactics Jonas and Hamlet use to accomplish this goal. Is one more successful than the other? Think beyond the ending of the book and play; consider the choices each protagonist makes, and what motivates their choices. I will be looking for 1) the clarity of your argument; 2) the organization of your essay (is it easy to follow?); 3) the evidence you have cited to support your claim (aim for 3-5 specific pieces of evidence).

**How Can I Be A Good Leader?**

**Introduction and Rationale:** After graduation you will embark on a new journey—adulthood. You may find yourself in a position of leadership (manger at a restaurant, being a parent, head of a study-group, governor of Kansas, etc). What are your personal strengths and weaknesses, and how might they help or hinder your leadership?

**Assignment:** Throughout this unit so far, we have examined a number of fictional and real people who have become leaders, whether for the benefit of their community or for their own personal gain. You have each discussed your own personal leadership experience, and analyzed the qualities that make a great leader. For this assignment, you will write a personal narrative, imagining your life after graduation. In your narrative, discuss how you will contribute to your community. Your narrative can be written in first person or third person, in the present or future tense. It must be 2-3 pages double spaced, and in MLA format.

**Pre-writing ideas:**

\_\_\_ Look back at your notes and journal entries from our in-class readings and discussions. What leadership qualities stuck out to you? Did you connect with a certain character, or a certain situation? Use the texts, your notes, and what you remember from class discussions as imagination-fuel for your narrative.

\_\_\_ Remember that this is imaginary; it is impossible to know what exactly will happen in your life after graduation. Think about an ideal, but realistic, situation.

\_\_\_ Try imagining “a day in the life”…what kinds of activities will you be participating in, and what opportunities for leadership can you imagine?

**Writing Workshop Day 1:** You will be given the entire class period to freewrite in your journals, and brainstorm ideas for your paper. As you are freewriting, think about the pre-writing ideas above.

**Writing Workshop Day 2:** Take about 15 minutes to look back at your journals from yesterday and circle, highlight, or underline ideas that you want to expand or focus on. Then, spend the rest of the class period writing a hand-written rough draft of your narrative.

**\*\*At home:** Edit your rough draft by hand, making note of things you want to change for your second draft.

**Writing Workshop Day 3:** In the computer lab, you will type your second draft. If you are finished early, I will be available to conference with you individually. Print off a copy of your draft by the end of class today and hand in to me. (If you need more time, you can finish typing your draft at home, and bring it tomorrow).

**Writing Workshop Day 4:** In pairs, you will read your papers and give feedback. I will also be available for individual conferences.

**Writing Workshop Day 5:** You will type your final draft in the computer lab. If you are finished, you may turn in your paper by the end of class today, or you may finalize your paper at home and turn it in at the beginning of class tomorrow.

**Narrative Scoring**

WRITING PROCESS (50 points)

Prewriting/Brainstorming /15 points

Second Draft (submitted by workshop day 3) /20 points

Participation in peer edit / 15 points

FINAL PRODUCT (100 points)

**Ideas/Content** 40/ points

-Ideas are authentic and unique.

-Creative but realistic.

-Specific examples of future leadership opportunities

are supported with details.

**Organization** /10 points

- Paper follows a logical and creative form.

- Introduction and conclusion are engaging and concise.

- Nice transitions between points.

**Voice** /10 points

-Voice is expressive and engaging.

- Formal (but not stuffy) sense of audience.

- Honest and unique.

**Word Choice** /10 points

- Precise, strong, and fresh choice of words.

- Use of words is appropriate for audience and writer.

- Word choice matches voice.

**Sentence Fluency**

- Varied sentence patterns.

- Sentences flow and are pleasant to the ear and eye. /10 points

**Conventions** /10 points

- No distracting conventional mistakes.

- Standard American English conventions are followed.

- Punctuation is appropriate and varied.

**Format**  /10 points

- MLA format is followed.

- 2-3 pages, double-spaced, 12 point font.

**TOTAL /150 points**